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ABSTRACT

An assessment model at King's College (Pennsylvania) is described, which involves redesigning the general education core curriculum with competency-based measures. The new learning plan for the core curriculum establishes graduation competencies and regular monitoring of student progress. The plan supports a value-added approach to curriculum and student learning outcomes. Components of the plan include: pre- and post-testing, descriptive competency statements and measurements, competency growth plans, integrated effective writing and critical thinking assessment, senior level capstone course, senior level integrated assessment in major field, and development of teaching strategies to assist students to become active learners. Information is provided on these components and on the summer advisement and orientation program for freshmen and transfer students, alumni surveys, library competency for accounting students, computer competency for psychology majors, and the core curriculum. Basic skills of entering students will be assessed to determine appropriate course placement, and standardized tests will assess six areas of knowledge. Attitudinal surveys will also identify student goals, attitudes, and values. (SW)

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King's College

THE GROWTH OF A MODEL COLLEGE

A REPORT OF THE PRESIDENT · 1986

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--an annual conference
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--commissioned papers
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This paper is part of an on-going assessment collection maintained by the Forum. We are pleased to make it more widely available through the ERIC system.

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KING'S COLLEGE

ASSESSMENT MODEL

PURPOSE: The primary purpose of assessment is to provide systematic feedback to students on their academic progress toward meeting expectations established by faculty for graduating seniors.

Assessment can also be used diagnostically to help faculty to identify students' strengths and weaknesses and to design appropriate strategies to support under-prepared students and to challenge superior students.

An additional diagnostic use of assessment is to help faculty to monitor the effectiveness of the curriculum and the teaching/learning strategies employed and to provide the basis for further refinement.

Assessment also establishes the basis for documenting the quality and quantity of learning that has taken place for students and thus enable the faculty to confidently respond to current public skepticism concerning the value of undergraduate education.

Assessment of attitudes of students provides information concerning major shifts in attitudes and values for students during their undergraduate experience and in the years after graduation.

Assessment of alumni can also provide further evidence of student satisfaction with their undergraduate preparation for success in graduate schools and in the workplace.

IMPLEMENTATION

SUMMER ADVISEMENT & ORIENTATION PERIODS FOR FRESHMEN AND TRANSFER STUDENTS

(1) Assessments in Writing and Math for entering freshmen and transfer students to determine appropriate placement in Core Curriculum courses. (Assessment in Critical Thinking to be added in future.)

(2) Standardized attitudinal survey (Cooperative Institutional Research Program - CIRP) designed to identify student goals, attitudes, and values (corresponding senior level embedded in values courses in the Core Curriculum to be added in future).

(3) Standardized assessment (American College Testing - College Outcome Measures Project) designed to measure six areas of general knowledge and skills presumed to be outcomes of undergraduate education.

FRESHMAN THROUGH SENIOR YEARS

(4) Pre-test in Core Curriculum courses to survey students' prior experience and current ability to think and to communicate in each discipline.

(5) Post-test in Core Curriculum courses to assess students' improved ability to think and to communicate in each discipline.

(6) Sophomore-Junior Project to assess students' ability to transfer thinking and communication skills to a selected question or project relating to their major field of study. This assessment will serve as a screening device to identify students who need follow-up and support services to respond to their deficiences.

(7) Standardized Assessment (American College Testing - College Outcome Measures Project) re-administered to graduating Seniors to document the value-added in each of the six areas of general knowledge and skills assessed at the beginning of freshman year.

(8) Senior level, integrated assessment experience designed to permit faculty in students' major fields to make a holistic judgment of students' ability to transfer liberal learning skills to their major field of study.

(9) Attitudinal Survey (American College Testing - Student Opinion Survey) designed to reveal level of student satisfaction with all aspects of their college experience. This survey is given each Spring to all students. (Survey Instrument provides opportunity for the College to add questions of particular interest.)

ALUMNI

(10) Survey of Alumni one year after graduation to determine their satisfaction regarding the quality of their undergraduate education and level of preparedness for graduate school and/or their entry level position in business or industry.

(11) Survey of all Alumni every ten years to determine their involvement in continuing education, participation in community activities, success in their chosen career, and general level of satisfaction with their undergraduate education.

Example of a Competency Growth Plan

LIBRARY COMPETENCY FOR STUDENTS

MAJORING IN ACCOUNTING

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
FRESHMAN	FUNDAMENTAL LIBRARY RESOURCES AND SKILLS: STUDENTS WILL BE ABLE TO PHYSICALLY NEGOTIATE THE LIBRARY BUILDING AND BE ABLE TO LOCATE, USE, AND UNDERSTAND THE FUNCTIONS OF THE MAJOR FACILITIES (CARD CATALOG, SERIALS LIST, PERIODICALS, ETC.), MAJOR SERVICES (REFERENCE, INTER-LIBRARY LOAN, ETC.), MAJOR EQUIPMENT (PHOTOCOPIES, MICROFORM READER/ PRINTERS, ETC.), AND THE REFERENCE STAFF.	CORE 100: CRITICAL THINKING CORE 110: EFFECTIVE WRITING LIBRARY WORKBOOK, BASIC LIBRARY SKILLS	(1) SUCCESSFUL COMPLETION OF LIBRARY WORKBOOK, BASIC LIBRARY SKILLS (2) PREPARE A SERIES OF DOCUMENTED THREE PAGE PAPERS FOR EITHER CORE 100 OR CORE 110

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
SOPHOMORE	BASIC ACCOUNTING RESOURCES AND SKILLS: STUDENTS WILL BE ABLE TO IDENTIFY, LOCATE, SELECT, AND USE ACCOUNTING PRINCIPLE BOARD STATEMENT (APB's) AND FINANCIAL ACCOUNTING STANDARD BOARD STATEMENTS (FASB's)	ACCOUNTING 242 INTERMEDIATE ACCOUNTING II	(1) PREPARE A REPORT ON AN ASSIGNED APB OR FASB STATEMENT AND ITS APPLICATION IN THE PRACTICE OF ACCOUNTING

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
JUNIOR	BASIC ACCOUNTING RESOURCES AND SKILLS: STUDENTS WILL BE ABLE TO IDENTIFY, LOCATE, SELECT, UNDERSTAND AND USE THE FOLLOWING ACCOUNTING JOURNALS: 1. JOURNAL OF ACCOUNTANCY 2. MANAGEMENT ACCOUNTING 3. PRACTICAL ACCOUNTANT	ACCOUNTING 261 ADVANCED ACCOUNTING	(1) PREPARE A REPORT ON AN ASSIGNED TOPIC FROM EACH OF THE JOURNALS FOR ACCOUNTING 261

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
JUNIOR	BASIC INCOME TAX RESOURCES AND SKILLS: STUDENTS WILL BE ABLE TO IDENTIFY, LOCATE, SELECT AND USE THE FEDERAL INCOME TAX SERVICE PERTAINING TO INDIVIDUALS	ACCOUNTING 252 FEDERAL TAXATION	(1) COMPLETE AT LEAST ONE ASSIGNED IN DEPTH RESEARCH PROBLEM REQUIRING THE USE OF FEDERAL INCOME TAX SERVICE FOR ACCOUNTING 252

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
SENIOR	BASIC ACCOUNTING RESOURCES AND SKILLS: STUDENTS WILL BE ABLE TO IDENTIFY, LOCATE, SELECT, AND USE. STATEMENTS OF AUDITING STANDARDS (SAS's) IN THEIR CODIFIED FORM	ACCOUNTING 271 AUDITING	(1) PREPARE A REPORT ON AN ASSIGNED SAS AND ITS APPLICATION IN THE PRACTICE OF ACCOUNTING FOR ACCOUNTING 271

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
SENIOR	ADVANCED FEDERAL INCOME TAX RESOURCES AND SKILLS: STUDENTS WILL BE ABLE TO IDENTIFY, LOCATE, SELECT AND USE THE FEDERAL INCOME TAX SERVICE. PERTAINING TO PARTNERSHIPS AND CORPORATIONS	ACCOUNTING 272 ADVANCED FEDERAL TAXATION	(1) COMPLETE AT LEAST ONE IN DEPTH RESEARCH PROBLEM REQUIRING THE USE OF THE FEDERAL INCOME TAX SERVICE FOR ACCOUNTING 272

LIBRARY COMPETENCY STATEMENT: STUDENTS MAJORING IN ACCOUNTING WILL BE ABLE TO PLAN AND IMPLEMENT SEARCH STRATEGIES, AND TO IDENTIFY AND USE MAJOR REFERENCE TOOLS APPROPRIATE TO THE STUDENT OF ACCOUNTING.

Example of a Competency Growth Plan

COMPUTER COMPETENCY FOR STUDENTS

MAJORING IN PSYCHOLOGY

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
FRESHMAN	WORD PROCESSING: (1) STUDENTS WILL BE ABLE TO PREPARE A THREE PAGE PAPER BY WORD PROCESSING AND (2) TO DEMONSTRATE KEY BOARD MASTERY	CORE 110: EFFECTIVE WRITING WORD PROCESSING LAB	(1) ONE PAPER PREPARED BY WORD PROCESSING FOR INSTRUCTOR OF CORE 110 (2) DEMONSTRATION OF WORD PROCESSING FOR WORD PROCESSING LAB INSTRUCTOR ACCORDING TO ESTABLISHED COMPETENCY CRITERIA

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
SOPHOMORE	WORD PROCESSING: (1) STUDENTS WILL BE ABLE TO PREPARE A RESEARCH PAPER BY WORD PROCESSING AND (2) TO DESCRIBE COMPUTER APPLICATIONS RELATING TO SOCIAL SCIENCE RESEARCH	SOCIAL SCIENCE 251: COMPUTER APPLICATIONS IN THE SOCIAL SCIENCES	(1) RESEARCH PAPER PREPARED BY WORD PROCESSING FOR INSTRUCTOR OF SOCIAL SCIENCE 251 (2) USE OF SPECIFIED NUMBER OF SOCIAL SCIENCE SOFTWARE PACKAGES TO COMPLETE COURSE ASSIGNMENTS FOR SOCIAL SCIENCE 10 (3) WRITTEN STATEMENT BY STUDENT OF HIS/HER UNDERSTANDING OF THE USE OF COMPUTER APPLICATIONS RELATING TO SOCIAL SCIENCE RESEARCH (SPECIFIC EXAMPLES MUST BE PROVIDED) PREPARED FOR INSTRUCTOR OF SOCIAL SCIENCE 251
	APPLICATION OF SOCIAL SCIENCE COMPUTER SOFTWARE: STUDENTS WILL BE ABLE TO USE STATISTICAL COMPUTER SOFTWARE IN THE COLLECTION AND ANALYSIS OF DESCRIPTIVE AND NONPARAMETRIC STATISTICS	PSYCH 231: PSYCHOLOGICAL STATISTICS	(1) USE OF KEYSTAT STATISTICAL SOFTWARE TO PERFORM PARAMETRIC AND NONPARAMETRIC STATISTICAL OPERATIONS FOR SPECIFIED NUMBER OF ASSIGNMENTS FOR PSYCHOLOGY 231

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
JUNIOR	APPLICATION OF SOCIAL SCIENCE SOFTWARE: STUDENTS WILL BE ABLE TO ANALYZE EXPERIMENTAL DATA WITH USE OF MICRO-COMPUTER SOFTWARE AND DEMONSTRATE ABILITY TO DO PARAMETRIC STATISTICS	PSYCH 251: EXPERIMENTAL PSYCHOLOGY	USE OF MICROCOMPUTER STATIS TICAL SOFTWARE IN ASSIGNED EXPERIMENTS AND INCLUDING ORIGINALLY DESIGNED EXPERI-MENTS FOR PSYCH 251.

	COMPETENCY DESCRIPTION	STRATEGY	ASSESSMENT
SENIOR	APPLICATION OF SOCIAL SCIENCE SOFTWARE: STUDENTS WILL BE ABLE TO DEMONSTRATE THE ABILITY TO ANALYZE EXPERIMENTAL DATA WITH USE OF MICRO-COMPUTER SOFTWARE WITH MINIMAL FACULTY SUPERVISION AND DIRECTION	PSYCH 293: SEMINAR IN PSYCHOLOGY PSYCH 297: INDEPENDENT RESEARCH IN PSYCHOLOGY	USE OF MICROCOMPUTER STATIS TICAL SOFTWARE TO CONDUCT A RESEARCH PROJECT AND TO UTILIZE WORD PROCESSING TO PREPARE A RESEARCH REPORT I PSYCH 293 AND/OR PSYCH 297

COMPUTER COMPETENCY STATEMENT — STUDENTS MAJORING IN PSYCHOLOGY WILL BE ABLE TO UTILIZE SOFTWARE IN THE ANALYSIS AND INTERPRETATI OF EXPERIMENTAL DATA AND WILL BE ABLE TO USE WORD PROCESSING TO PREPARE RESEARCH REPORTS

THE CORE CURRICULUM

AT KING'S COLLEGE

- AN INTEGRATED LIBERAL LEARNING EXPERIENCE BASED UPON THE CONCEPT OF CUMULATIVE LEARNING

- A PLAN OF LEARNING AND NOT JUST A COLLECTION OF COURSES

CORE CURRICULUM REQUIREMENTS

1. 20 COURSES -- 60 CREDITS

2. COMPETENCE GROWTH PLANS
   FOR THE TRANSFERABLE
   SKILLS OF LIBERAL LEARNING

KING'S COLLEGE

CORE REQUIREMENTS
(20 COURSES -- 60 CREDITS)

TRANSFERABLE SKILLS OF LIBERAL LEARNING

CRITICAL THINKING (3 CREDITS)
CORE 100 _____

EFFECTIVE WRITING (3 CREDITS)
CORE 110 _____

QUANTITATIVE REASONING (3 CREDITS)
CORE 120 _____

COMPUTER LITERACY

LIBRARY COMPETENCY

SPEECH SCREENING PROGRAM

TRADITIONAL DISCIPLINES AND BODIES OF KNOWLEDGE

CIVILIZATION: HISTORICAL PERSPECTIVES I AND II (6 CREDITS)
CORE 130 OR
CORE 131 _____ CORE 132 _____

FOREIGN CULTURES (3 CREDITS)
CORE 140 OR ONE OF THE FOREIGN LANGUAGE COURSES
NUMBERED CORE 141 THROUGH 146 _____

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS I AND II (6 CREDITS)
CORE 150 _____ CORE 151, 152, 153
OR 154 _____

LITERATURE AND THE ARTS I AND II (6 CREDITS)
CORE 160 _____ CORE 161, 162, 163,
OR 164 _____

NATURAL SCIENCES I AND II (6 CREDITS)
CORE 170 _____ CORE 171, 172, 173, 174, 175
OR 176 _____

VALUES

RESPONSIBLE BELIEVING AND ACTING (9 CREDITS)
ONE COURSE FROM RESPONSIBLE BELIEVING (NUMBERED CORE 180 THROUGH 184) AND ONE COURSE FROM RESPONSIBLE ACTING (NUMBERED CORE 185 THROUGH 189)

THEOLOGY _____ PHILOSOPHY _____
_____

ELECTIVES (15 CREDITS) 21

_____ _____ _____
_____ _____

The Transferable Skills of Liberal Learning

Creative Thinking (Problem Solving)
Critical Thinking
Quantitative Analysis

Effective Writing
Interpersonal Communication + Speech Screening

Library Competency
Computer Literacy

Values

I. THE TRANSFERABLE SKILLS OF LIBERAL LEARNING

CRITICAL THINKING (3 credits)
CORE 100 and COURSE MODULES

CREATIVE THINKING AND
PROBLEM SOLVING STRATEGIES
COURSE MODULES

EFFECTIVE WRITING (3 credits)
CORE 110 and COURSE MODULES

EFFECTIVE ORAL COMMUNICATION
SPEECH SCREENING PROGRAM
AND COURSE MODULES

QUANTITATIVE ANALYSIS (3 credits)
CORE 120 AND COURSE MODULES

COMPUTER LITERACY
CORE 110 AND COURSE MODULES

LIBRARY COMPETENCY
COURSE MODULES

VALUES AWARENESS
CORE 180-189 AND
COURSE MODULES

II. TRADITIONAL DISCIPLINES AND BODIES OF KNOWLEDGE

CIVILIZATION: HISTORICAL PERSPECTIVES I AND II (6 CREDITS)

CORE 130: American Civilization
OR
CORE 131: Western Civilization
CORE 132: The Twentieth Century: A Global Perspective

FOREIGN CULTURES (3 CREDITS)

CORE 140: Foreign Cultures
OR
ONE OF THE FOREIGN LANGUAGE COURSES
NUMBERED CORE 141 THROUGH 146

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS I AND II (6 CREDITS)

CORE 150: Human Behavior & Social Institutions
CORE 151: American Government
CORE 152: Contemporary Social Issues
CORE 153: The Economic Way of Thinking
OR
CORE 154: Psychological Dynamics & Society

LITERATURE AND THE ARTS I AND II (6 CREDITS)

CORE 160: Literature and the Arts
CORE 161: The Fine Arts of Painting and Music
CORE 162: Foreign Literature in English
CORE 163: Historical Perspectives in Literature
OR
CORE 164: Literary Modes and Themes

NATURAL SCIENCES I AND II (6 CREDITS)

CORE 170: Natural Science
CORE 171: Astronomy
CORE 172: Chemistry and Man
CORE 173: Contemporary Biology
CORE 174: Human Biology
CORE 175: Human Genetics

III. VALUES

RESPONSIBLE BELIEVING AND ACTING (9 CREDITS)

Responsible Believing

Catholic Perspectives in Believing (Theology)
Fundamentals of Philosophy (Philosophy - CORE 181)
New Testament Perspectives on Believing (Theology - CORE 183)
Old Testament Perspectives on Believing (Theology - CORE 183)
Philosophy of Human Nature (CORE 184) 3 credits

Responsible Acting

Basic Christian Ethics (Theology - CORE 185)
Christian Marriage (Theology - CORE 186)
Ethics, Business, and Society (Philosophy - CORE 187)
Faith, Morality and the Person (Theology - CORE !88)
Rights, Justice and Society (Philosophy - CORE 189)
3 credits

IV. ELECTIVES (15 CREDITS)

D. W. Farmer
King's College
Wilkes-Barre, PA

KING'S COLLEGE CORE CURRICULUM

1. The Core Curriculum consists of 60 credits and is common to students in all programs of study.

2. All Core Curriculum courses are designated as Core courses and not part of an individual department's course offerings.

3. The curriculum design provides a "plan of learning" for students rather than a mere collection of courses.

4. The curriculum design is based upon the concept of cummulative learning.

5. All courses have been newly designed by faculty project teams which have remained in place as support groups for faculty teaching courses in the Core Curriculum.

6. Each project team began the planning of a course with specific liberal learning objectives and anticipated student learning outcomes before developing the subject matter content.

7. New teaching/learning strategies have been designed by faculty to encourage students to become active rather than passive learners.

8. Multiple assessment measures are used primarily to provide timely feedback to students on their progress in realizing expected liberal learning exit criteria at the point of graduation.

9. Multiple assessment measures are used secondarily to provide documentation for the learning that has taken place for students.

10. Multiple assessment measures have been developed to measure the transferable skills of liberal learning throughout the Core Curriculum and in the major programs of students.

11. Pre- and post-tests have been designed for each Core Curriculum course to assess priority liberal learning objectives.

12. Four-year competency growth plans for each of the transferable skills of liberal learning in the Core Curriculum are being developed for students in each major program of study.

FUNDED BY

PEW TRUST

FALL, 1986

FOR

$156,000

IMPLEMENTING AND ASSESSING

COMPETENCE-BASED LIBERAL LEARNING

CORE CURRICULUM IMPLEMENTATION GRANT

FUNDED BY THE PEW TRUST

BACKGROUND

King's College is a private four-year liberal arts college with a current full-time equivalent enrollment of 1854 undergraduate men and women. The College seeks to offer students preparation for a purposeful life through an education which integrates the human values inherent in a broadly-based curriculum with programs in the humanities, the natural and social sciences and specialized programs in business and other professions.

The College serves students with a wide variety of cultural, religious, ethnic, academic, economic and social backgrounds. In fact, the overall student population fairly represents the general population from which students are recruited and to which they will return to live and work. About half of King's students come from local communities of Northeastern Pennsylvania. The remainder are drawn principally from Eastern Pennsylvania, New Jersey, Maryland, New York and Connecticut.

The Pew Memorial Trust has awarded three grants to King's College in recent years. In 1978, $50,000 was provided in support of renovation of Luksic Hall, a student Dormitory. A grant of $250,000 was awarded in 1982 for the renovation of Hafey-Marian Hall, a classroom and faculty office building. In 1983, the Pew Memorial Trust awarded King's a grant of $54,500 for the establishment of a computer users' terminal center. These grants have aided significantly in the improvement of College facilities.

IMPLEMENTING AND ASSESSING COMPETENCY BASED LIBERAL LEARNING

(1) Statement and Justification of Need

We argue that institutions should be accountable not only for stating their expectations and standards, but for assessing the degree to which those ends have been met.

Involvement in Learning

The report of the Study Group on the Conditions of Excellence in American Higher Education has extended the national debate over quality in education to higher education. Its report, Involvement in Learning, challenges America's colleges to assure excellence by establishing and maintaining high standards of student and institutional performance. The report urges colleges to pay more attention to the actual learning of the students they graduate by monitoring the growth of their students from entry to exit.

The Study Group recommends specifically that excellence in higher education requires:

1. That institutions of higher education produce demonstrable improvements in student knowledge, capacities, skills, and attitudes between entrance and graduation;

2. That these demonstrable improvements occur within established, clearly expressed, and publicly announced and maintained standards of performance for awarding degrees based on societal and institutional definitions of college level academic learning...

King's College anticipated this call for excellence in higher education and its focus on improving student outcomes as early as 1980. The College's

Long Range and Annual Implementation Plan set forth as a priority objective the redesign of the general education Core Curriculum with competency based measures. King's College has been assessing all entering students with the College Outcomes Measures Project (COMP) of the American College Testing Services since 1983. A reassessment of seniors provides base line data for eventually documenting the value added for students while at King's College. This is only one of a series of multiple assessments that are anticipated by the College when a competency-based curriculum is fully implemented.

> If colleges cannot define what they intend to accomplish in general education, cannot specifically describe how it will benefit students who engage in it, and cannot deliver an effective general education component they should seriously consider eliminating it entirely.
>
> Carnegie Foundation for the Advancement of Teaching

The King's College faculty has demonstrated its willingness to accept the challenge set forth by the Carnegie Foundation for the Advancement of Teaching. King's College seeks to realize the strategic vision of excellence embodied in its new Core Curriculum.

The new core curriculum is designed to prepare King's College graduates who will be competent and who will be prepared to meet the challenges of living and working in the 21st century - students who know both how to live and how to make a living.

The renewal of a curriculum requires that opportunities be provided for faculty to further develop their skills. The redesign of the core curriculum

with student competency measures needs to be accompanied by appropriate changes in teaching/learning strategies and assessment techniques. After five years of preparation supported by funding from the U.S. Department of Education's Title III Developing Institutions Program, King's College initiated the pilot test of its new core curriculum in the Fall, 1985. Title III funding was used to provide training for faculty in Writing Across the Disciplines, Critical Thinking and Computer Literacy. This funding also supported the development and pilot testing for students of a speech screening program, an interpersonal communication program, a library competency program and a life development/career planning program.

Liberal learning at King's College, reflected in its new core curriculum, is designed as an integrated plan of learning rather than a mere collection of courses. It is based upon a concept of cumulative learning. Faculty development activities over the past five years have helped to develop a heightened consciousness of the need for a more integrated approach to learning as well as to provide faculty with the technical skills and strategies needed to accept the responsibility for the total education of students. An integrated plan of learning requires that faculty in all disciplines reinforce and further develop the transferable skills of liberal learning acquired by students in core curriculum courses.

(2) Measurable Objectives

The new plan of learning embodied in the core curriculum recognizes the need to establish graduation competencies for students and to regularly monitor student progress toward achieving the required competency level by

assessing student outcomes. King's College seeks financial support to further develop assessment techniques needed to support the implementation of a competency based core curriculum.

The design and philosophy of the new core curriculum unashamedly supports a value-added approach to curriculum and student learning outcomes. The value-added concept is central to any definition of academic excellence at King's College. The academic accomplishments of students while attending college are the real measures of excellence in higher education. Exit criteria are certainly equal in importance to entrance requirements. One might justifiably argue that exit criteria are even more important because they focus on what a college has given to students rather than what students bring to a college. Excellence in higher education is not an abstraction. It is observable and measurable. Student access to higher education without excellence is meaningless.

King's College specifically wishes to engage in seven activities:

(1) to develop pre-tests and post-tests for each competency area reflected in the Core Curriculum in order to use assessment as a form of feedback to students on their progress in these areas in conjunction with specific course work in the Core Curriculum;

(2) to develop a series of sequential descriptive competency statements and assessment measures for each of the eight transferable skills of liberal learning emphasized in the Core Curriculum* to reflect a student's expected progress from freshman to senior year in each major field;

*Critical Thinking, Creative Thinking (problem solving), Effective Writing, Effective Oral Communication, Quantitative Analysis, Computer Literacy, Library Literacy and Clarifying Values.

(3) to develop and pilot test specific competency growth plans (see Appendix A for illustration) and multiple assessment measures for students relating to eight transferable skills of liberal learning emphasized in the Core Curriculum;

(4) to develop and pilot test a "rising junior essay" to assess the competency level of students in writing and critical thinking applied to the areas of their intended major field of study;

(5) to develop a senior level capstone experience unified by a values perspective in each of the College's four academic divisions designed to integrate learning in the student's major field of study with liberal learning perspectives and skills developed in the Core Curriculum;

(6) to develop a senior level integrated assessment experience for students in each major program;

(7) to conduct on-campus faculty workshops and follow-up consultancies designed to encourage faculty to utilize teaching strategies that encourage students to become active rather than passive learners.

(3) Action Plan to Meet Objectives

The pre-tests and post-tests for each competency area need to be developed by faculty project teams responsible for specific courses in the core curriculum. It is essential that each post-test correspond to the desired freshman or sophomore competency level so that faculty who teach sequential core curriculum courses may build with confidence upon the student's cumulative learning experience. The College has established Academic Support Services through its Title III funding to assist students who may not be progressing satisfactorily.

The College seeks in the summer 1986 to provide a summer stipend of $2,000 in lieu of summer school teaching to one faculty member from each of the nine faculty Core Curriculum project teams to develop pre-tests and

post-tests for the initial courses focusing on one of the transferable skills of liberal learning. The pre and post tests will be pilot-tested during the 1986-1987 academic year. The College also seeks to support three of these nine faculty members and the Academic Dean in attendance at Alverno College's week-long assessment workshop for college teachers in June, 1986.

The College seeks funding to provide a one course reduction during the 1986-1987 academic year to eight faculty members who will serve as resource persons for developing descriptive competency statements and competency growth plans for students in all major programs with respect to the eight transferable skills of liberal learning emphasized in the Core Curriculum. It is essential that these skills be transfered by students not only to other courses in the Core Curriculum but also to courses in their major program of study. In order to accommodate these course reductions, the College will hire four half-time graduate student replacements (ABD's) to assume the teaching responsibilities in core and major courses of those faculty given reductions. One each will be engaged in English, Philosophy, Social Sciences and Science/Math.

The College also seeks funding to support the hiring of a full time resource person in the area of test and measurements and competency based assessment to work with faculty to develop multiple assessment measures that have validity and reliability. A person with this expertise is not currently a member of the King's College faculty.

The "rising junior essay" will be required of all sophomore students in Spring, 1987. The faculty members in each major program will be asked to construct essay questions designed to assess the writing skills and critical

thinking skills developed by students through course work in the core curriculum. This experience will also help students to understand that liberal learning skills must be transferred to course work in their major program. The results of the rising junior essay will also provide important feedback information for students regarding the progress being made toward desired writing and critical thinking competency levels for graduation.

The College seeks support for the released time (one-half of normal teaching load) of one faculty member with dual expertise in both the effective writing and critical thinking competency areas of the new core curriculum to assist faculty in individual departments to design and pilot-test appropriate essay questions. This faculty resource person will be Dr. George Hammerbacher, Professor of English and member of the College's Critical Thinking Team. Dr. Hammerbacher will also conduct critical thinking training sessions for twenty-four faculty members in a variety of disciplines. These faculty members have not been involved in previous critical thinking training sessions. The training in critical thinking is intended to assist faculty to implement critical thinking strategies in courses in their disciplines. The College will hire a graduate student (ABD) on a half-time basis as a replacement faculty member to teach two of Dr. Hammerbacher's courses.

The College also seeks support to conduct an Educational Testing Service (ETS) Workshop on holistic grading on the King's campus. The workshop would be designed to help faculty in all disciplines develop the required skills for assessing student performance on the rising junior essay.

The Senior-Level capstone experience for students majoring in each of the College's four academic divisions will provide students with an opportunity to integrate learning in the student's major field of study with

liberal learning perspectives and skills developed in the Core Curriculum. The experience will assign a high priority to using values in the context of course work and experiential learning experiences relating to the student's major field. This objective is directly related to the College's mission statement declaring that education is provided in a values context. The capstone course will provide an assessment of the student's ability to use values effectively in problem solving and formulating judgments.

King's College is seeking resources to provide a one course reduction to four faculty members in the values area of the Core Curriculum to enable them to develop and pilot test four individual capstone courses. One capstone course will be developed for each of the College's four academic divisions. The College will engage faculty on an overload basis to teach the courses of those engaged in this activity in order to provide adequate time to develop the capstone courses.

Students need additionally to be assessed within their major field of study. This assessment experience should be one that permits students to integrate learning from a variety of courses and to demonstrate understanding of the discipline at a competency level previously established by the faculty. The real test of understanding is the ability of students to apply their learning to a new situation. A model for the type of integrative experience is currently being pilot-tested by the Marketing faculty. Senior students are required to make a formal marketing presentation in conjunction with a senior level seminar. This is a public presentation that will be reviewed by faculty, students, colleagues and professionals in the field. The student's conceptual, technical, research and communication skills serve as the basis for assessment.

The College seeks in Summer, 1987 to provide summer stipends of $2,000 each, in lieu of summer school teaching, for two faculty members in each of the College's four academic divisions to develop senior level integrative experiences with appropriate competency measures for eight additional major programs at the College.

College faculty must become more conscious of pedagogy. This becomes even more significant in competency or ability based education. During the current academic year, King's College received external funding to sponsor a one day faculty workshop to explore how teaching styles relate to student learning styles and a second two-day workshop to improve teaching by making testing more specifically a student learning experience.

The College proposes to open the Fall, 1986 semester with a two-day faculty workshop designed to encourage faculty to utilize teaching strategies that encourage students to become active rather than passive learners. This workshop would be conducted by staff members of the Kansas State University Center for Faculty Development and Evaluation. There would be a follow-up consultancy by the Center's staff later in the 1986-1987 academic year.

(4) Project Budget

Personnel: Salaries for the staff personnel requested in this activity are in harmony with other programs of the College.

Assessment Resource Person	$30,000	
Replacement Faculty (ABD's)		
5 @ $9,000	45,000	
Summer Faculty Stipends		
17 @ $2,000	34,000	
Faculty Overloads		
4 @ $1,000	4,000	
		$113,000

Fringe Benefits: Fringe benefits are based on current actual costs.

Assessment Resource Person		
$30,000 @ 26% full-time	$ 7,800	
Replacement Faculty (ABD's)		
$45,000 @ 11% part-time	4,950	
		$ 12,750

Travel: Policies: 20% per mile auto; tourist rate, common carrier; reasonalbe expenses for place of destination.

Tuition, room and board and travel for Alverno College's assessment workshop 4 @ $1,000		$ 4,000

Consultants:

Kansas State University consultancy	$ 2,000	
Dr. Peter Ewell evaluations		
3 x fee plus expenses @ $1,500	4,500	
		$ 6,500

Contracts:

ETS Workshop	$ 2,000	
KSU Workshop	2,000	
		$ 4,000

Dissemination Expenses:

Monograph printing and postage		
2,500 @ $4.00	$10,000	
Regional Workshops		
3 @ $2,000	6,000	
		$ 16,000

TOTAL: $156,250

(4) Project Timetable

#1	Pre and post tests	June 1986 - May 1987 - Development - Summer 1986 - Alverno Workshop - Summer 1986 - Pilot-test - Fall 1986, Spring 1987
#2	Descriptive Competancy Statements & Measurements	September 1986 - August 1987 - develop sequential competency statements and assessment measures for each of the 8 competencies from freshman through senior year - hire test and measurement resource person
#3	Competency Growth Plans	September 1986 - August 1987 - develop specific competency growth plans and multiple assessment measures for students in each major program from freshman to senior year.
#4	Integrated Effective Writing & Critical Thinking Assessment	September 1986 - May 1987 - Design of Junior Essay - Fall 1986, Spring 1987 - Additional faculty training on Critical Thinking - Fall 1986, Spring 1987 - ETS Holistic Grading Workshop - Spring 1987
#5	Senior Level Capstone Course	September 1986 - May 1987 - Design of Capstone Courses - Fall 1986 - Pilot test of Capstone courses - Spring 1987
#6	Senior Level Integrated Assessment in Major Field	May - August 1987 - Design of senior level assessment experiences for 8 major programs
#7	Development of Teaching Strategies to Assist Students to Become Active Learners	August 1986 - April 1987 - Two day, Kansas State Workshop - August 1986 - Consultancy - Spring 1987

(4) Project Timetable

#1	Pre and post tests	June 1986 - May 1987 - Development - Summer 1986 - Alverno Workshop - Summer 1986 - Pilot-test - Fall 1986, Spring 1987
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#6	Senior Level Integrated Assessment in Major Field	May - August 1987 - Design of senior level assessment experiences for 8 major programs
#7	Development of Teaching Strategies to Assist Students to Become Active Learners	August 1986 - April 1987 - Two day, Kansas State Workshop - August 1986 - Consultancy - Spring 1987

(4) continued

#8 Evaluation	September 1986 - August 1987
	- Dr. Peter Ewell NCHEMS - Formative Evaluations - September 1986, February 1987 - Summative Evaluation - August 1987

(5) Current Status of the Project

King's College anticipated the revitalization of liberal learning through revision of the Core Curriculum in its planning document in 1980. In order to avoid only a change on paper, the Director of Planning (current Academic Dean) recommended an extensive program for faculty education and specific training relating to the transferable skills of liberal learning prior to addressing the question of revising the Core Curriculum. These objectives became priority objectives in the College's Title III proposal to the U.S. Department of Education.

The successful implementation of these objectives heightened faculty consciousness of the need to take responsibility for the total education of students. The resulting Core Curriculum revision was one based on a cumulative learning design with sequential courses and multiple assessment measures. The Core Curriculum, when fully implemented, will focus on exit criteria as evidence of the value added for students.

The course work portion of the new curriculum was implemented for entering freshmen in Fall, 1985. All courses are new and were designed to support specific liberal learning objectives. The development of specific competency measures and assessment measures remain to be accomplished.

(6) Identification of Current or Proposed Funding Sources and Dollars Received or Requested for the Project

King's College anticipated the need to secure funding for the sequential activities cited in the long range plan and in this grant proposal. Title III funding for the past five years has supported faculty training in the transferable skills of liberal learning, heightening faculty awareness of the concept of cumulative student learning, and the development of the design specifications for a competency-based liberal learning core curriculum. King's College has also received a commitment of $16,000 from the Sordoni Foundation, a regional foundation in Northeastern Pennsylvania, to support on-campus faculty workshops and travel to national workshops related to the College's efforts to establish a competency-based curriculum.

King's College is committed to the development and implementation of a competency based curriculum. The activities for which funding is being requested are developmental in nature and will not require additional future funding at the end of the grant period.

(7) Cash Flow Analysis of the Expenditure of Project Funds

Activity	Description	Amount	Time
I	Summer Stipends 9 @ $2,000	$18,000	7/86
I	Alverno travel, room and board, tuition 4 @ $1,000	4,000	7/86
VII	Kansas State University Workshop @ $2,000	2,000	8/86
II	ABD's (English, Philosophy, Social Sciences, Science/Math) 4 @ $9,990	39,960	1/2 @ 9/86, 1/87
II-III	Assessment Expert $30,000 + $7,800 fringe	37,800	9/86
IV	ABD for Hammerbacher 1 @ $9,990	9,990	1/2 @ 9/86, 1/87
V	Overload Faculty 4 @ $1,000	4,000	1/2 @ 9/86, 1/87
Eval.	Dr. Peter Ewell 3 @ $1,500	4,500	1/3 @ 9/86, 2/87, 8/87
IV	ETS Workshop @ $2,000	2,000	3/87
VII	Kansas State University Consultancy @ $2,000	2,000	3/87
VI	Summer Stipends 8 @ $2,000	16,000	7/87
Dissem.	Monograph 2,500 @ $4	10,000	9/87
Dissem.	Regional Workshops 3 @ $2,000	6,000	9/87

(8) A discussion of the institution's capacity and commitment to carry out the proposed project during the grant period and beyond.

The activities for which funding is being requested are part of the King's College long-range plan. These activities build sequentially upon earlier objectives. King's College received Title III funding during the past five years to reconceptualize its core curriculum to provide faculty training in preparation for the design and implementation of competency measures. The significance of the progress made can be measured by several events:

(1) Title III funding during the last two years at 90% of requested funding level;

(2) Title III external evaluation stating that "King's College should serve as a model Title III institution";

(3) Selection of King's College as one of three institutions to present its new core curriculum at the annual meeting of The Association of American Colleges. (1984)

(4) Selection of King's College as one of 14 participants in the NCHEMS/Kellogg Foundation's Student Outcomes project (1985);

(5) Selection of King's Academic Dean by the Tennessee Board of Regents to deliver keyonte address at its conference on "Excellence: Going Beyond Rhetoric" (1985);

(6) Selection of King's Academic Dean by the Center for Developing Institutions to deliver keynote address at its annual conference on "Resource for Renewal" (1985);

(7) Selection of King's Academic Dean by the Council of Independent Colleges to be a featured presentor at its national workshop on "Assessing Student Outcomes".

(9) Dissemination of model for the design and assessment of competency-based liberal learning.

King's College believes that it is in the process of developing an important curriculum and assessment model for improving the quality of undergraduate education. The College anticipates disseminating the results of this work to others in higher education.

King's College seeks funding to support the presentation of three regional workshops in conjunction with the Council of Independent Colleges or other professional educational organizations. King's College also seeks funding to support the publication of a monograph describing the model for the design and assessment of competency-based liberal learning. This monograph would be written by the King's College Academic Dean and would be sent to the presidents of small and medium size independent colleges.

PROPOSED METHOD OF EVALUATION

A nationally-recognized expert in the area assessment of competency-based learning is Dr. Peter Ewell of the Kellogg/NCHEMS Student Outcomes Project. Dr. Ewell has agreed to serve as outside evaluator for King's College's project to develop and implement assessment methods for student learning if the project receives needed funding. His involvement in the project is designed to begin at the outset, in order that the project can best be guided by his formative evaluations. It is expected he will make these visits to King's College, including a final visit for summative evaluation purposes.

Pre-tests and post-tests for each competency area in the Core Curriculum constructed by King's faculty will be pilot-tested during the 1986-1987 academic year. Dr. Ewell will guide the development of sequential descriptive competency statements and assessment measures for each of the eight transferable skills of liberal learning emphasized in the Core Curriculum. Pilot tests of specific competency growth plans will be initiated in the Spring 1987.

In order to determine the validity of faculty-constructed assessment instruments and the extent to which faculty have mastered assessment strategies, actual freshman/sophomore student outcomes will be compared with core curriculum course objectives and desired competency levels for graduation.

The rising junior essay will be pilot-tested for sophomores in Spring 1987. Using skills acquired in the ETS holistic grading workshop, faculty will demonstrate their ability to use holistic grading techniques by applying common standards of assessment to student writing. Faculty-generated essay questions and sample student writing will be evaluated by practitioners from

other colleges in this critical thinking and writing across the curriculum movements in order to evaluate whether the objectives for the rising junior essay have been met.

Senior level capstone courses will be pilot-tested in Spring 1987. The Curriculum Committee will evaluate the integrative design and corresponding pedagogy for each of the four courses developed prior to the pilot test. In-class evaluations will be conducted by the Curriculum Committee and the Academic Dean to determine the extent to which faculty understand and successfully implement the capstone concept. Student evaluations will also be used for evaluation and feedback.

Senior level integrated assessment experiences will be developed for students in eight major programs in Summer 1987. The faculty-designed student experiences will be validated by the extent to which these experiences provide students with the opportunity to apply the knowledge, skills and insights gained in their major field to a new experience as the test of their understanding. The design of these experiences will be evaluated by faculty in the respective disciplines from other Colleges.

As a result of the on-campus faculty workshops and follow-up consultancy conducted by Kansas State University's Center for Faculty Development and Evaluation, faculty will demonstrate their ability to apply teaching strategies that encourage students to become active learners. In-class evaluations will be conducted by the Curriculum Committee and the Academic Dean. Student evaluations will also be used to evaluate the effectiveness of these teaching strategies.

Dr. Ewell will conduct the formative and summative evaluations in December 1986 and September 1987.